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ABSTRACT

Brief annotations of the instruments acquired by the Test Collection of Educational Testing Service from January through March of 1971, whether published in the U. S. or abroad, are provided. A special Head Start Test Collection has also been established to provide information about instruments for those engaged in research or project direction involving young children. Also included are announcements of tests soon to be available; tests no longer available; test distribution changes; test reviews; and, a brief annotation for new reference materials in the field. New addresses for publications and publishers are also listed as are addresses of all publishers or organizations whose materials and services are mentioned in the Bulletin. (CK)

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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Eleanor V. Horne, Editor

Vol. 5, No. 2

April, 1971

The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol or .

Qualified persons, whether affiliated with Educational Testing Service or not, may have on-site access to the materials in the Test Collection or the Head Start Test Collection. Publishers' restrictions regarding access to test materials are carefully observed.

For further information about materials and services listed in this *Bulletin,* readers are requested to communicate directly with the appropriate publisher or organization. Addresses are provided on pages 20-22.

For additional information about the Test Collection or *Test Collection Bulletin,* write to:

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NOTICE TO SUBSCRIBERS OF THE *TEST COLLECTION BULLETIN*

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TM 000 248

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ACQUISITIONS

Unless otherwise indicated, the tests have been published in the United States

Achievement:

AAHPER Cooperative Physical Education Test: Level II; c1970; Grades 10-12; Cooperative Tests and Services, Educational Testing Service.

Content areas are: activity performance (basic sports skills, concepts fundamental to movement skills in strategy and activities patterns, body mechanics, rules and procedures, and protective requirements); effects of activities (immediate effects, long term health and appearance, and capacity for effort); and factors modifying participation in activities and their efforts.

AAHPER Cooperative Physical Education Test: Level III; c1970; Grades 7-9; Cooperative Tests and Services, Educational Testing Service.

Content areas are activity performance, effects of activities, and factors modifying participation in activities and their efforts.

AAHPER Cooperative Physical Education Test: Level IV; c1970; Grades 4-6; Cooperative Tests and Services, Educational Testing Service.

A measure of knowledge and understanding of basic sports skills, factors modifying participation in activities and their efforts, and the effects of various activities.

Basic Reading Rate Scale by Miles A. Tinker and Ronald P. Carver; c1970; Grades 3-16 and Adults; Revrac Publications.

Measures the rate at which an individual can read very easy material. The scale, a revised version of the *Tinker Speed of Reading Test,* is based on a computer model of reading.

Bingham Button Test by William J. Bingham; c1967; Ages 3-5; William J. Bingham.

An individually administered test of a child's knowledge and understanding of concepts and relationships he will encounter in the primary grades. Concepts assessed are: size, color, number, person/object relations, and object/object relations.

Brugklastoetsen 1969/1970; Ages 12-13; CITO-Arnhem, The Netherlands.

A battery of tests designed for curriculum evaluation. Included in the battery are: Geography, Biology, Dutch (Grammar, Spelling, Reading Comprehension, Mixed Skills, Listening Comprehension, Dictionary Skills); English (Reading Comprehension, Word Knowledge and English Grammar); French (Listening Comprehension, Grammar, Word Knowledge, and Reading Comprehension); and Mathematics (Algebra and Calculus).

Carver-Darby Chunked Reading Test by Ronald P. Carver and Charles A. Darby, Jr.; c1970; Grades 9-16 and Adults; American Institutes for Research.

Measures information stored during reading rather than individual differences in reading ability. Administration of the test yields three scores: Reading Efficiency, Reading Rate, and Reading Accuracy. (A "chunked" item requires the examinee to recognize groups of words—"chunks"—whose meaning is changed from that in the original listening or reading passage.)

The Contemporary School Readiness Test by Clara Elbert Sauer; c1970; Kindergarten and First Grade; Montana Reading Clinic Publications.

Designed to predict the success of children in the first grade. It should be administered at the end of kindergarten or during the first three weeks of first grade. Subtests are: Writing My Name; Colors of the Spectrum; Science, Health, and Social Studies; Numbers; Handwriting Readiness; Reading; Visual Discrimination; Auditory Discrimination; and Listening Comprehension.

Cooperative Industrial Arts Tests: Drawing; c1969; Grades 7-9; Cooperative Tests and Services, Educational Testing Service.

Evaluates knowledge, understanding, and interpretation of pictorial shape description, drawing techniques, alphabet of lines and lettering, equipment, materials, reproduction methods, industrial applications, and career information. Test is appropriate for students who have had a one semester course in drawing.

Cooperative Industrial Arts Tests: Electricity/Electronics; c1969; Grades 7-9; Cooperative Tests and Services, Educational Testing Service.

A measure of knowledge and its application in working with electrons, circuits, magnetism, measurement devices, safety, occupations, tools, and materials. For students who have completed a one semester course in electricity/electronics.

Cooperative Industrial Arts Tests: General Industrial Arts; c1969; Grades 7-9; Cooperative Tests and Services, Educational Testing Service.

Tests knowledge, comprehension and application in woods, metals, drawing, electricity/electronics, general industrial arts, and industry. Appropriate for students who have had two semesters of general industrial arts.

Cooperative Industrial Arts Tests: Metals; c1969; Grades 7-9; Cooperative Tests and Services, Educational Testing Service.

Measures knowledge and comprehension of hand and machine operations, project planning and design, safety, and the metals industry. For students who have had a one semester course in metals.

Cooperative Industrial Arts Tests: Woods; c1969; Grades 7-9; Cooperative Tests and Services, Educational Testing Service.

Tests knowledge, comprehension, and application of tools, materials, processes, safety, and the industry. For students who have completed a one semester course in woods.

Cooperative Preschool Inventory, Revised Edition by Bettye M. Caldwell; c1968-70; Ages 3-6; Cooperative Tests and Services, Educational Testing Service.

An individually administered screening measure of achievement in areas considered essential for success in school. Provides a measure of personal-social responsiveness (child's knowledge of his personal environ and his ability to get along with and respond to the communications of another); associative vocabulary; concept activation-numerical (the ability to label quantities, to make judgments of more or less, and to recognize seriated positions); concept activation-sensory (the awareness of sensory attributes such as shape, size, motion, color and the ability to draw simple geometric figures).

Delco Readiness Test by Walter M. Rhoades; c1970; End of Kindergarten and Beginning of Grade 1; Delco Readiness Test.

A reading readiness measure covering visual-discrimination and visual-motor skills. The manual provides behavioral objectives for essential reading skills and instructional activities for each behavioral objective.

Erkundetest - Deutschland ETD 5-7 by H. Horn; c1970; Grades 5-7; Verlag Julius Beltz, Germany.

An achievement test in geography with emphasis on the geography of Germany.

Fascinating Fives Learning Inventory; c1969; Kindergarten; Dade County Board of Public Instruction.

An individually administered measure of achievement in mathematics, language arts, music, art, physical education, science, and social studies. Props are required in administering the test.

Group Reading Test by Dennis Young; c1968-69; Ages 6-10; University of London Press, Ltd., Great Britain.

Consists of sentence and picture items. Scores can be converted to Reading Quotients, a means of describing the relative abilities of children who are the same age.

Individualized Mathematics Program: Level C by James C. Young, Joseph R. Klinger, Pamela A. Davis, and Graham R. Lovelace; c1970; Grades 7-9; Educational and Industrial Testing Service.

An individually prescribed instructional system based on stated performance objectives. The program consists of assessment and diagnostic instruments with correlated teaching materials and references. Objectives are stated for arithmetic skills (whole numbers, integers, rational numbers, literal numbers); geometry (measurement and application); and concepts in modern mathematics.

Leicester Number Test by Charles Gilham and K. A. Hesse; c1970; Primary Grades; University of London Press, Ltd., Great Britain.

A measure of a child's understanding of basic concepts of the number system and fundamental operations. Test covers counting, number equivalence (conservation), number relativeness, number sequence (seriation), grouping, simple fractions (proportion), addition, subtraction, multiplication and division. The test is appropriate for children entering the junior department of a primary school.

McGraw-Hill Basic Skills System: Study Skills Test by Alton L. Raygor; c1970; Grades 1-14; CTB/McGraw-Hill.

The McGraw-Hill Basic Skills System (MHBSS) is an integrated series of tests and instructional materials designed to provide training in the basic academic skills for college-bound and college students. The four components of the MHBSS are: diagnosis, prescription (test performance is related to prescriptive units of instruction), instruction (learning materials consist of printed self-instructional programs, workbooks, audiotapes, etc.), and evaluation. Separate tests in mathematics, reading, spelling, vocabulary (see page 3 of the January 1971 *Bulletin*) and writing (see entry below) are included in the MHBSS in addition to the Study Skills Test.

Subscores in the Study Skills Test are: Problem Solving; Underlining (mastery of effective underlining technique is a skill considered necessary for quickly and effectively reviewing study material without rereading complete passages); Library Information; and Study Skills Information (knowledge of study aids and techniques). Also included is a self-report *Inventory of Study Habits and Attitudes* designed to obtain information about the student's study habits and attitudes toward studying. Subscores for the *Inventory* are: Listening and Note-taking, General Study Habits, Relationships with Teachers and Courses, Motivation, Organization of Effort, Concentration, and Emotional Problems.

McGraw-Hill Basic Skills System: Writing Test by Alton L. Raygor; c1970; Grades 11-14; CTB/McGraw Hill.

Measures the student's skills in written communication. Subscores are: Language Mechanics; Sentence Patterns (sentence types, relative pronouns, parallel construction, connecting and transition words); and Paragraph Patterns (topic sentences, developing sentences, concluding sentences, sequence of sentences, and paragraph division).

Naturlehretest NLT9 Physik by Klaus Weltner; c1971; Grade 9; Verlag Julius Beltz, Germany.

Measures knowledge and understanding of physics. Areas covered are heat, weather, mechanics, acoustics, optics, electricity, magnetism, and atomic structure.

Objective Tests in Mathematics: Algebra by B. C. Erricker; c1970; Ordinary Level (High School); University of London Press, Ltd., Great Britain.

A series of five tests consisting of multiple-choice and open-end questions. Content is based on the subject matter in the syllabi of various *General Certificate of Education Level O Examinations*. Tests measure mathematical skills, understanding of processes, concepts and facts, the ability to interpret data, and the use of mathematical techniques in solving problems.

Objective Tests in Mathematics: Arithmetic and Trigonometry by B. C. Erricker; c1970; Ordinary Grades (High School); University of London Press, Ltd., Great Britain.

Content is based on the syllabi of the *General Certificate of Education Level O Examinations*. Tests knowledge of concepts and processes, mathematical skills, and the ability to interpret data, and the use of mathematical techniques in problem-solving.

Objective Tests in Mathematics: Geometry by B. C. Erricker; c 1970; Ordinary Grades (High School); University of London Press, Ltd., Great Britain.

Content is based on the syllabi of the *General Certificate of Education Level O Examinations*. Tests knowledge of concepts and processes, and problem-solving skills.

Objective Tests in Mathematics: Statistics by B. C. Erricker; c1970; Ordinary Grades (High School); University of London Press, Ltd., Great Britain.

Tests knowledge of concepts and processes, computational skills, and the ability to interpret data and to use statistical techniques and principles in problem-solving. Content is based on the syllabi of the *General Certificate of Education Level O Examinations*.

Prescriptive Mathematics Inventory: Level A: Experimental Edition by John Gessel; c1970; Grades 4-5; CTB/McGraw-Hill.

A criterion-referenced test for diagnosing strengths and weaknesses in mathematics so that specific learning experiences can be planned to correct deficiencies efficiently. Test results are reported in terms of specific instructional objectives commonly found in basic mathematics programs. The objectives measured are keyed to widely used textbooks. Objectives in traditional and modern mathematics are included.

Reading Progress Scale by Ronald P. Carver; c1970; Grades 3-16 and Adults; Revrac Publications.

Designed to measure reading-input performance as defined in a computer model of reading. Provides reading level scores. A criterion-referenced test.

Schooltoets Basisonderwiss, 1970; c1970; Ages 11-12; CITO-Arnhem, The Netherlands.

An achievement battery administered at the end of the primary school as part of a national testing program. Areas covered are language, arithmetic and general knowledge.

Scottish Certificate of Education: Applied Mechanics: Grade 0; c1968; Ordinary Grade (High School); Robert Gibson and Sons, Glasgow, Ltd., Scotland.

Scottish Certificate of Education: Science: Higher Grade; c1968; Higher Level; Robert Gibson and Sons, Glasgow, Ltd., Scotland.

Covers physics, chemistry, botany, biology, and zoology.

Silent Reading Diagnostic Tests: 1970 Edition by Guy L. Bond, Bruce Balow, and Cyril J. Hoyt; c1970; Grades 3-5; Lyons and Carnahan.

A group administered test of the ability to recognize words in isolation; ability to recognize words in context; identify root words; separate words into syllables; apply the common rules of syllabication; synthesize, or blend, words; distinguish beginning sounds; the ability to distinguish ending sounds and the ability to distinguish vowel and consonant sounds. Test can be administered to pupils of any age who read at second through sixth grade levels.

Studietoetsen HAVO-VWO III voor Frans, Duits en Engels; 1970; Age 15 (HAVO-III); Stichting Research Instituut voor de Toegepaste Psychologie and the University of Amsterdam, The Netherlands.

Multiple-choice achievement tests in French, English, and German. The English and German tests have sections on reading comprehension and grammar. There is only a reading comprehension test in French.

Teksthegriptoetsen HAVO-VWO V voor Frans, Duits en Engels; 1969; Ages 17-18 (HAVO-V), Stichting Research Instituut voor der Toegepaste Psychologie and the University of Amsterdam, The Netherlands.

Multiple-choice achievement tests in English, French, and German.

Test of Arithmetic Principles, Elementary Form by Ronald C. Welch and Charles W. Edwards, Jr.; c1965; Grades 3-6; Bureau of Educational Studies and Testing.

Test covers: identity elements; the distributive principie: the associative principle; commutative principle; reading and writing numerals; ordinal concepts; and place values (tenths, tens, hundreds, ten thousands, and combination of places).

A Test of Understandings of Selected Properties of a Number System: Primary Form by Robert A. Ashlock and Ronald C. Welch; c1966; Grades 1-2; Bureau of Educational Studies and Testing.

Test covers: one-to-one correspondence; cardinal number concepts; ordinal number concepts; recognition of numerals; place value (ones, tens, hundreds, and combined); commutativity for addition; associativity for addition; and identity for addition.

Tests of Achievement in Basic Skills: Mathematics: Level C by James C. Young and Robert R. Knapp; c1970; Grades 7-9; Educational and Industrial Testing Service.

For the assessment of achievement with respect to stated instructional objectives—a criterion-referenced test. Subjects are: Modern Concepts (covers number bases, number properties, sets, etc.); Arithmetic Skills (basic operations within sets of whole numbers, integers, rational numbers, irrational numbers, and literal numbers); and Geometry—Measurement-and-Application (the use of basic skills in solving practical problems).

The Undergraduate Program for Counseling and Evaluation; Annual; Grades 13-16; Educational Testing Service.

Provides a series of examinations for institutional use at the undergraduate level for institutional research, curricular evaluation, and student assessment, senior comprehensives, academic counseling and placement. This program has replaced the *Graduate Record Examination* Institutional Testing Program.
In addition to the *Aptitude Test* which measures verbal and quantitative abilities, the following are available:

Undergraduate Program Area Tests

Humanities: World literature, fine arts, philosophy, and music.

Natural Science: Chemistry, physics, biological sciences, astronomy, and earth sciences.

Social Science: Economics, history, political science, and sociology.

Undergraduate Program Field Tests

Art History: Principles and theories, ancient, medieval, fifteenth, sixteenth, seventeenth, eighteenth, and nineteenth centuries, contemporary, American, oriental, and primitive.

Biology: Structure and function, biochemistry and growth, morphology and physiology, reproduction and genetics, biosociology, interaction with the environment, biology as a science, and practical biology.

Business: Accounting, finance, marketing, management, statistics, law, and economics.

Chemistry: Analytical, inorganic, organic, and physical chemistry.

Economics: Macroeconomics, microeconomics, money and banking, public finance, labor, international trade, industrial organization, economic systems, comparative economic history, and miscellaneous topics.

Education: History, psychology, philosophy, sociology, theory and research based on technology, objectives of education, curriculum, organization in administration, and teaching and learning.

Engineering: Mathematics, mechanics, transfer and rate mechanisms, physics, chemistry, thermodynamics, industrial, mechanical, civil, electrical, and chemical engineering, and miscellaneous topics.

French: Reading comprehension, culture and civilization, terminology, character pairing, literary history, literary interpretation and criticism.

Geography: Geographic thought and method, cartography, cultural, economic, and physical geography.

Geology: Petrology and geochemistry, structural, engineering, and economic geology, geomorphology, mineralogy, stratigraphy and sedimentology, paleontology, general historical geology, regional geology, and miscellaneous topics.

German: Literary information, civilization and culture, reading comprehension, structure (grammar), and poetry.

History: Ancient and medieval prologue, early modern Europe, modern Europe 1789-1914, Europe 1914-1960 internal development, American colonial to 1820 America, U.S. 1820 to 1898; U.S. 1898 to 1960, recent history of Europe and the United States, and miscellaneous topics.

Literature: Poetry, fiction (the novel and the short story), drama, non-fiction (criticism and biography), world literature (classical, the Bible, and myths), pre-Shakespearian literature, Shakespeare and 1600-1700, 1700-1800, 1800-1900, American literature prior to 1900, British/American literature 1900-present, literary conventions, and metrics.

Mathematics: Techniques of differentiation, techniques of integration, limits, sequences and series, and other concepts of calculus, applications of calculus, multivariate calculus, abstract algebra, linear algebra, and miscellaneous topics.

Music: Fundamentals, harmony, counterpoint, instrumentation and orchestration, history and literature, repertory, forms, stylistic elements, and miscellaneous topics.

Philosophy: Ancient and medieval, modern and nineteenth century, twentieth century, ethics, logic and science, informal analysis, metaphysics, epistemology, aesthetics and religion, political and social philosophy, and textual analysis.

Physical Education: Scientific foundations, activities and professional responsibilities, interpretations, evaluation, administration, curriculum and methods.

Physics: Atomic physics, classical mechanics, fundamentals of electricity, physical optics and wave phenomena, electronics, and electrical measurements, nuclear physics, special relativity, thermodynamics and statistical mechanics, and wave mechanics.

Political Science: International relations, U.S. political processes behavior, U.S. institutions, U.S. law, U.S. public administration, black politics, political theory, methodology, comparative systems, and miscellaneous topics.

Psychology: Clinical psychology, physiological, sensation and perception, personality and social psychology, learning and motivation, methodology, applied psychology, developmental psychology, cognition and complex human learning.

Scholastic Philosophy: Ancient; medieval; modern; contemporary; metaphysics and aesthetics; nature and science; man: politics and social; logic; epistemology; ethics; and textual analysis.

Sociology: History and theory, methodology, social organization, deviance and disorganization, social psychology, demography, ecology, and miscellaneous topics.

Spanish: Structure in context, reading comprehension, paragraph completion, culture and civilization, literary history, and linguistics.

Speech and Hearing: Descriptive phonetics, voice production and articulation, acoustics of voice and speech, anatomy and physiology of speech mechanics, experimental phonetics, semantics and language development, functional voice and articulation disorders, organic disorders, stuttering, psychological problems related to speech pathology, hearing theory, hearing testing, and hearing rehabilitation.

Abstract Algebra: Groups, rings, fields, general algebraic systems, and specific examples of group, ring, and field.

Aural Music: Intervals, scales and modes, rhythmic patterns, cadences, four-part harmonic progressions, non-harmonic tones, modulations, figured bass, musical forms, composers of chamber music, composers of vocal music, musical styles, theory, and history.

European and American Literature: English, American, French, German, Russian, and other literature (Scandinavian, Spanish, etc.), poetry, the novel, drama, backgrounds, influences, and criticism.

Linear Algebra: Vector spaces, linear transformation, matrix theory, matrix manipulation, and miscellaneous topics.

Real Analysis I: Single variable calculus, multivariate calculus, sequences and series, questions concerning specific functions, and theoretical questions.

Real Analysis II: Foundations of the number system, metric topology, functions of metric spaces, sequences and series of functions, differentiation and integration, and miscellaneous topics.

Word Recognition Test by Clifford Carver; c1970; Ages 4-8½; University of London Press, Ltd., Great Britain.

Assesses word recognition skills from the early stages of letter knowledge to the level normally achieved by eight years, six months. The major factors included are interaction of aural and visual abilities, ability to organize a series of visual symbols, ability to analyze sounds, and comprehension of spoken language. The test can be group-administered.

Aptitude:

Carlton Intelligence Test: No. 2 by W. K. Carlton; c1965; Ages 10-12; University of London Press, Ltd., Great Britain.

A group-administered test.

Drawing of A Man Scale for Guam by Russell G. Peckens; 1970; Ages 4-13; College of Education Research, University of Guam, Guam.

A group-administered test of intelligence for indigenous Guamanian students. Administration (with some modification) and scoring of the scale follows the procedures presented in the *Goodenough-Harris Drawing Test Manual* and *Children's Drawings as Measures of Intellectual Maturity: A Revision and Extension of the Goodenough Draw-A-Man Test,* both by Dale B. Harris. Norms are reported for Guamanian youngsters.

Examen de Percepcion Mechanica: Edicion Experimental by D. R. Miller; c1968; Grades 9-12 and Adults; CTB/McGraw-Hill.

A Spanish-language edition of the *Survey of Mechanical Insight.* Measures aptitude for solving the type of problems encountered in the operation, maintenance, repair, and design of various types of machinery.

Gilliland Learning Potential Examination: 1970 Revision by Hap Gilliland; c1966-1970; Ages 6-15; The Reading Clinic, Eastern Montana College.

A measure of scholastic aptitude consisting of the following subtests: Visual Memory, Symbolic Representation (symbol identification and symbol interpretation), Relationships, Listening Comprehension, Picture Completion, General Information and Interests. Five of the subtests are unrelated to the ability to read and are therefore included in the "Non-Reading" and "Non-Cultural" IQ scores. Two of the subtests, Symbol Interpretation and General Information assess abilities or information generally acquired through reading. The General Information subtest provides an indication of interest areas useful in finding reading materials of interest to the individual student. The test has been designed especially for children who live in or near a rural area. Separate norms are available for Indian students who live on reservations.

Gross Geometric Forms by Ruth B. Gross; 1970; Ages 4-6.5; Ruth B. Gross.

An individually administered test of creativity. Aspects of creativity assessed are: productivity (the ability to produce a number of different ideas), communicability of ideas (the degree to which the child integrates or synthesizes concepts), and richness of thinking (the capacity to use fantasy, color, action, embellishments, and abstractions).

A Profile for the Stanford-Binet (L-M) by Robert E. Valett; c1965; Consulting Psychologists Press.

Provides for a schematic presentation of test results. In order to facilitate interpretation, the *Stanford-Binet* items have been classified into six categories: general comprehension, visual-motor ability, arithmetic reasoning, memory and concentration, vocabulary and verbal fluency, and judgment.

Secondary Vigilance Task by Robert T. Reeback and Robert L. Ebert; Not dated; Ages 5-6; Robert T. Reeback, Southwestern Cooperative Educational Development Laboratory, Inc.

A method for measuring and manipulating attention in the classroom.

Short Form Test of Academic Aptitude: Level I by Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs; c1970; Grades 1.5-2; CTB/McGraw-Hill.

SFTAA was designed to assess the level of the intellectual development attained by the student and to predict his potential rate and level of progress in school. The subtests are: Vocabulary (verbal comprehension and knowledge of word meanings); Analogies (ability to recognize literal or symbolic relationships); Sequences, and Memory (a measure of retentive ability based on a story read to the students at the beginning of the test period). SFTAA Level 1 requires no reading. All items are pictures, designs, letters, or numerals. The *Short Form Tests of Academic Aptitude* were derived from the *California Tests of Mental Maturity*.

Short Form Test of Academic Aptitude: Level II by Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs; c1961-1970; Grades 3-4; CTB/McGraw-Hill.

Subtests are: Vocabulary (verbal comprehension, knowledge of word meanings, and the ability to relate words which are not exact synonyms), Analogies (ability to recognize symbolic or literal relationships), Sequences, and Memory (a measure of retentive ability based on a story read at the beginning of the testing period).

Short Form Test of Academic Aptitude: Level III by Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs; c1961-1970; Grades 5-6; CTB/McGraw-Hill.

Subtests are: Vocabulary (verbal comprehension, knowledge of word meanings, and the ability to relate words which are not exact synonyms), Analogies (literal and symbolic relationships), Sequences, and Memory.

Short Form Test of Academic Aptitude: Level IV by Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs; c1961-1970; Grades 7-9; CTB/McGraw-Hill.

Tests included are: Vocabulary, Analogies, Sequences, and Memory.

Short Form Test of Academic Aptitude: Level V by Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs; c1961-1970; Grades 9-12; CTB/McGraw-Hill.

Subtests are: Vocabulary, Analogies, Sequences, and Memory.

WISC Mental Description Sheet by John A. Blazer; c1970; Ages 5-15; Psychologists and Educators Press.

A form for plotting information obtained from the *Wechsler Intelligence Scale for Children*. Interpretative areas are: Emotional Reactions, Consistency of Mental Activity, Content of Mental Activity, Intellectual Capacities and Responses.

Wort-Bild Test WBT 10+ (Word-Picture Test) by Hans Anger; c1971; Ages 16 and over; Verlag Julius Beltz, Germany.

A group-administered test of general intelligence.

Personality, Interests, Attitudes and Opinions:

A.P.U. Occupational Interests Guide by S. J. Closs, W. T. G. Bates, M. C. Killcross, and D. Macmahon; c1969; Ages 14-18; University of London Press, Ltd., Great Britain.

To assess the relative strength of an individual's interest in the following job areas: Scientific, Social Service, Clerical/Sales, Literary, Artistic, Computational, Practical (working with machines or making things by hand); and Outdoor. Separate forms are available for males and females. Can also be used with adults.

About Me by James Parker; Not dated; Grades 4-6; James Parker.

A five-point self-rating scale to assess several areas of self concept which are expressed in behavior in school settings. These areas are: the self, the self in relation to others, the physical self, the self as achieving, and the self in school.

Analysis Sheet for the Thematic Apperception Test by John A. Blazer; c1970; Ages 4 and over; Psychologists and Educators Press.

A form to facilitate the analysis and interpretation of the *Thematic Apperception Test*. Diagnostic categories included are: Depression, Mania, Paranoid Ideation, Anti-social (Psychopathic) Reaction, Schizoid Personality, Anxiety, Conversion Reactions, Obsessive-Compulsive, Schizophrenia, Simple Schizophrenia, and Paranoid Schizophrenia.

Attitude Differences Related to Economic Status (ADRES *Scale*) by Susan A. Hanson, Carolyn Stern, and Harry H. L. Kitana; 1968; Adults; Early Childhood Research Center.

Designed to relate the extent of attitudinal changes in parents to involvement in federally sponsored community action programs. Factors measured include acceptance of others, alienation, self-acceptance, sense of powerlessness, hopelessness, dogmatism, authoritarianism, anomie, political alienation, aspirations for child, cynicism, pesecutory ideas, and child-rearing attitudes.

Attitude Questionnaire by Gary A. Davis, Susan E. Hautman, Thomas F. Warren, William E. Roweton; 1969; Grades 7-8; Wisconsin Research and Development Center for Cognitive Learning.

A measure of appreciation for and receptivity to imaginative ideas, awareness of creativity and innovation, and perception of one's own creative capacity. The *Attitude Questionnaire* is included in *Technical Report No. 104: A Program for Training Creative Thinking: I. Preliminary Field Test: Report from* the *Task and Training Variables in Human Problem Solving* and *Creative Thinking Project*. (The authors, publisher and copyright date are the same as for the test.)

Columbus Picture Analysis of Growth Towards Maturity by M. J. Langeveld; c1969; Ages 5-18; S. Karger. (U.S. distributor: Albert J. Phiebig, Inc.)

A projective test consisting of twenty-four pictures, twenty-one in black-and-white and three in color. Designed to provide a means of analyzing the child's relationship to the present (his relationship to people, the degree of his integration in his community and milieu, his socio-economic and cultural background); his relationship to himself, others and objects; and his orientation to the future.

Differential Value Profile by Walter L. Thomas; 1967; Grades 13-16; Combined Motivation Education Systems, Inc.

Provides a profile of six value dispositions commonly held by adolescents and adults. The values identified are: aesthetic, humanitarianism, intellectual, power, material, and religious. The *Profile* can be used in predicting college grades and drop-outs, assessing curricula impact, and in differentiating students in various types of institutions.

Draw-A-Classroom Test by A. R. MacKinnon; 1966-1969; Kindergarten-Grade 4; Research Department, Toronto Board of Education, Canada.

A technique to elicit information on how the child perceives and conceptualizes his world through the selection, organization and presentation of objects and people found in his classroom.

I.P.E. Juvenil por Sybil B. G. Eysenck; originated by Sybil B. G. Eysenck and adapted by Blanca M. de Alvarez and Guido A. Barrientos; c1965-1968; Ages 7-16; Educational and Industrial Testing Service.

A Spanish language edition of the *Junior Eysenck Personality Inventory*. Norms are available for Mexican-Americans. Traits measured are extraversion and neuroticism. A Lie Scale is included to detect response falsification.

Inventaire de Motivation Pour La Vente; c1965; Adults; Martin M. Bruce, Publishers.

A French language edition of the *Sales Motivation Inventory*. Assesses interest in and motivation for a career in selling.

Inventario de Asociaceones by Martin M. Bruce; c1968; Adults; Martin M. Bruce, Publishers.

A Spanish language edition of the *Association Adjustment Inventory* (also available from Martin M. Bruce, Publishers). Provides a measure of over-all adjustment in terms of the following traits: Juvenility, Psychotic Responses, Depressed-Optimistic, Hysteric-Nonhysteric, Withdrawal-Sociable, Paranoid-Naive, Rigid-Flexible, Schizophrenic-Objective, Impulsive-Restrained, Sociopathic-Empathetic, Psychosomapathic-Physical Contentment, and Anxious-Relaxed. Test is in multiple-choice, word association format.

Least Preferred Co-Worker Scale by Fred E. Fiedler; Not dated; Adults; Fred E. Fiedler.

A rating scale to determine the characteristics of a person with whom it is difficult to work. The following ratings are made: Open-Guarded, Gloomy-Cheerful, Efficient-Inefficient, Self-Assured-Hesitant, Quarrelsome-Harmonious, Boring-Interesting, Supportive-Hostile, Cooperative-Uncooperative, Cold-Warm, Distant-Close, Tense-Relaxed, Unenthusiastic-Enthusiastic, Helpful-Frustrating, Rejecting-Accepting, Friendly-Unfriendly, and Pleasant-Unpleasant.

Maryland Parent Attitude Survey by Donald K. Pumroy; Not dated; Grades 10-12 and Adults; Donald K. Pumroy.

A forced-choice questionnaire to assess parental attitudes toward child rearing. Parents are classified as either disciplinarian, indulgent, protective, or rejecting. A control for social desirability is provided. The MPAS is for research use only. Although primarily designed for use with parents, it can be administered to anyone of high school age or older.

Morgan Punishment Situation Index by Patricia K. Morgan and Eugene L. Gaier; Not dated; Children 9-12 years and their mothers; Eugene L. Gaier.

A cartoon-type projective measure designed to assess the characteristics of punishment responses in the mother-child relationship. The child and his mother are shown pictures of a mother and child in a situation which is commonly followed by punishment, and are asked to write in what each character is saying. The test yields information on four factors operating in the punishment situation: the child's self concept and his concept of his mother, the mother's self concept and her concept of the child. Responses are scored using Rosenzweig's factors for the direction of aggression (extrapunitiveness, and impunitiveness), obstacle-dominance, ego-defense, and need persistence.

Parent Attitude Inquiry: Research Edition III by Diana Baumrind; 1967; Adults; Diana Baumrind.

A measure of attitudes and values concerning child rearing practices. Item clusters are labeled: Early Maturity Demands; Vaules Conformity; Angered Over Lack of Control; Firm Enforcement; Promotes Nonconformity; Discourages Infantile Behavior; Authoritarianism; Impatient; and Consistent, Articulated Child-Rearing Philosophy. The *Parent Attitude Inquiry* was designed primarily for parents of young children.

Peabody Scale for Rating Emotional Behavior by Donald Neville; 1967; Adults; Donald Neville.

A parent checklist of statements about child's behavior. Ratings are made on a five-point scale. The traits included in the scale are: Gregarious-Unsocial, Bright-Dull, Emotionally Stable-Neurotic, Dominant-Submissive, Cheerful-Depressed, Adventurous-Timid, and Socialized-Unsocialized.

Picture Identification Test by Jay L. Chambers; c1965; Ages 16 and over; Jay L. Chambers.

Test is based on the Murray Need System and provides an effectiveness rating for the following needs: abasement, achievement, affiliation, aggression, autonomy, blame avoidance, counteraction, defendance, deference, dominance, exhibition, harm avoidance, inferiority avoidance, nurturance, order, play, rejection sentience, sex, succorance, and understanding. Three scores are provided. The Judgment Score is an index of agreement with others as to which people best fit a description of needs. The Attitude Score provides an indication of how well the examinee likes people who seem to have a particular need. The Association Index is a measure of how well the examinee associates needs which tend to go together.

Politte Sentence Completion Test by Alan J. Politte; c1970; Grades 1-8; Psychologists and Educators Press.

An oral or written response can be requested depending on the age of the child. Many of the items relate to the school situation.

Self-Concept Adjective Checklist by Alan J. Politte; c1971; Kindergarten through Grade 8; Psychologists and Educators Press.

Self Concept as a Learner Scale-Elementary by John K. Fisher; Not dated; Grades 3-6; John K. Fisher.

A self-report measure. Factors assessed are: motivation, task orientation (how the child sees himself relating to learning activities), problem solving, and class membership (child's perception of himself in relation to his classmates).

Self Profile Q-Sort by Alan J. Politte; c1970; Grades 3-8; Psychologists and Educators Press.

Student is asked to check words which describe his feelings about himself.

A Semantic Differential for Measurement of Global and Specific Self Concepts by Lois Stillwell; Not dated; Grades 1-3 (Primary) and 4-6 (Upper Grades); Lois Stilwell.

A general measure which can be modified to assess attitudes towards self in a variety of specific roles or perception of self from the point of view of a stated referent. The test can be group-administered. However, several assistants will be needed to provide close observation and assistance for first and second grades.

Shop and Laboratory Attitude Inventory by Curtis R. Finch; c1968; Grades 9-12+; Curtis R. Finch.

A measure of student attitudes toward a specific period of instruction (i.e., one class period, day or week, etc.). Emphasis is placed on the instructional environment.

Social Competence Inventory for Older Persons by Katharine M. Banham; c1968; Family Publications, Inc.

Data concerning motor skills and control, perception and memory, self-care and self-help, social relationships and emotional control is obtained through the observation of elderly persons engaged in their daily activities.

State-Trait Anxiety Inventory by Charles R. Spielberger, Richard L. Gorsuch, and Robert E. Lushene; c1968-1970; Grades 9-16 and Adults; Consulting Psychologists Press.

A measure of anxiety-proneness (trait) and the current level of apprehension and tension (state).

A Study of Values: British Edition 1965 by Sylvia Richardson; 1965; Grades 13-16 and Adults; NFER Publishing Company, Ltd., Great Britain.

A British edition of the *Allport, Vernon, Lindzey Study of Values.* (The American edition is published by Houghton Mifflin Company.) Test measures the relative importance of six primary interests or motives in personality: Theoretical, Economic, Aesthetic, Social, Political, and Religious.

Suicide Orientation Scale by Larry M. Cash and Earl W. Kooker; Not dated; Adults; Larry M. Cash.

An inventory of true-false statements constructed to measure attitudes toward death. Title on the test is "Questionnaire Inventory of Past, Present, and Future."

Test de Comprehension de la Vente; c1965; Adults, Martin M. Bruce, Publishers.

A French language edition of the *Sales Comprehension Test,* a measure of sales ability and aptitude.

Miscellaneous, Sensory-Motor, Unidentified:

Ahr's Individual Development Survey by Edward Ahr; c1970; Kindergarten-Grade 1; Priority Innovations, Inc.

Consists of three forms (Family, Child, and School) to be completed by the parent when registering the child for school. Provides developmental, behavioral, and medical information about the child. AIDS can be used in screening children for potential learning difficulties.

Arizona Articulation Proficiency Scale Revised by Janet Barker Fudala; c1970; Ages 3-Adults; Western Psychological Services.

A numerical scale of articulation proficiency in which the numerical values for the sounds are related to their probable frequency of occurrence in American speech.

Biographical Inventory: Creativity by Charles E. Schaefer; c1970; Grades 7-16 and Adults; Educational and Industrial Testing Service.

An inventory for the identification of creative talent through the measurement of personological and environmental correlates of creativity. Separate scoring keys are provided for males and females. The keys are: Creativity in the Art-Writing Field—Boys, Creativity in the Art Field—Girls, Creativity in the Math-Science Field—Boys, and Creativity in the Writing Field—Girls. For each key there are four subscale scores: Family, Education, Avocation, and Miscellaneous.

The Cassel Developmental Record by Russell N. Cassel; c1954-1970; Birth through Adulthood; Psychologists and Educators Press.

A form for plotting individual profiles in six areas of development: Educational, Social, Intellectual, Psychosexual, Emotional, and Physiological. A Total Development Scale is provided.

Child Development Questionnaire by Gertrud L. Wyatt; 1968; Preschool; Wellesley Public Schools.

For the early identification of children with potential learning disabilities. Parents are asked to complete the questionnaire.

Evaluative Checklist: An Instrument for Self-Evaluating An Educational Media Program in School Systems by W. R. Fulton and Revised by Kenneth L. King; 1969-1970; Association for Educational Communications and Technology.

Ratings are made of the following aspects of the media program: administrative commitment, media services. media services center, facilities, budget and finance, and staff. (The term educational media encompasses all audio-visual equipment including programmed materials.)

Graded Reading Difficulty Work Sheet: Revised 1960 by E. W. Dolch; c1960; Garrad Publishing Company.

A method of obtaining an objective analysis of the reading difficulty of children's books.

Group Atmosphere Scale by Fred E. Fiedler; Not dated; Adults; Fred E. Fiedler.

Groups are rated as being: Pleasant-Unpleasant, Friendly-Unfriendly, Bad-Good, Worthless-Valuable, Distant-Close, Cold-Warm, Quarrelsome-Harmonious, Self-Assured-Hesitant, Efficient-Inefficient, and Gloomy-Cheerful.

L-J Sociometric Test by Nicholas J. Long and Evelyn Jones; c1962; Grades 5-12; Bureau of Educational Studies and Testing.

Pupils are requested to select certain classmates (most preferred and least preferred) over others in response to a question concerning a classroom situation or activity.

Observer Rating Scale of Teacher Style: Revised by Bruce W. Tuckman; c1968; Adults; Bruce W. Tuckman.

A nine-point rating scale of teacher directiveness, the degree to which a teacher uses traditional, absolute, or rigid control in the classroom as opposed to the degree to which he uses relativistic, student-activated techniques. Specific areas rated are structuring, interaction, climate, teacher-talk, and class discussion.

Parent Behavior Ratings: Father Rating Scale by Diana Baumrind; c1970; Adults; Diana Baumrind.

Designed to assess parental behavior of fathers of young children. Behaviors assessed are: Expect vs. Do Not Expect Participation in Household Chores; Enrichment vs. Impoverishment of Child's Environment; Directive vs. Nondirective; Discourage vs. Encourage Emotional Dependency on Parents; Discourage vs. Encourage Infantile Behavior; Flexibility and Clarity vs. Inflexibility and Lack of Clarity of the Parent's Views; Firm vs. Lax Enforcement Policy; Obedience as a Salient Positive Value vs. Obedience as a Nonsalient or Negative Value; Promotes Respect for Established Authority vs. Seeks to Develop a Cooperative Working Relationship with Child; Confidence vs. Lack of Confidence in Self as a Parent; Encourages vs. Discourages Independence; Encourages vs. Discourages Verbal Exchange and Use of Reason; Reluctant vs. Willing to Express Anger or Displeasure to Child; Promotes Individuality vs. Social Acceptability; and Expresses Punitive vs. Nurturant Behavior. Some items are designed to assess the behavior of the father independently of the mother; others, to measure the joint influence of the parents.

Parent Behavior Ratings: Mother Rating Scale by Diana Baumrind; c1970; Adults; Diana Baumrind.

Scale designed to assess the observed and reported behavior of mothers of young children. The majority of items are concerned only with the mother's behavior. Additionally, there are items to assess the joint influence of mother and father. Constructs assessed are: Expect vs. Does Not Expect Participation in Household Chores; Enrichment vs. Impoverishment of the Child's Environment; Directive vs. Nondirective; Discourage vs. Encourage Emotional Dependency on Parents; Discourage vs. Encourage Infantile Behavior; Flexibility and Clarity vs. Inflexibility and Lack of Clarity of the Parent's Views; Firm vs. Lax Enforcement Policy; Obedience as a Salient Positive Value vs. Obedience as a Nonsalient or Negative Value; Promotes Respect for Established Authority vs. Seeks to Develop a Cooperative Working Relationship with Child; Confidence vs. Lack of Confidence in Self as a Parent; Encourages vs. Discourages Independence; Encourages vs. Discourages Verbal Exchange and use of Reason; Reluctant vs. Willing to Express Anger or Displeasure to Child; Promotes Individuality vs. Social Acceptability; and Expresses Punitive vs. Nuturant Behavior.

Satisfaction Scale by Bruce W. Tuckman; c1968; Grades 9-12; Bruce W. Tuckman.

A measure of the student's subjective feelings about his teachers and courses.

Student Perception of Teacher Style (SPOTS) Revised by Bruce W. Tuckman; c1968; Grades 9-12; Bruce W. Tuckman.

A seventeen item revision of the original SPOTS which contained thirty-two items. Provides a measure of teacher directiveness. Ratings are made by students.

Symptomatology and Identification of a Child with Learning Disabilities: Revised Edition by Lillian K. Vittenson; c1969; Kindergarten-Grade 6; Priority Innovations, Inc.

A checklist to be used by the classroom teacher or other school personnel to indicate those aspects of the child's performance and behavior which may impede learning or hinder full participation in school programs. Factors considered are: Specific Learning Disabilities; Physical Characteristics; Hyper-Active, Hyper-Kinetic, Hypo-Active, Hypo-Kinetic; Perpetual-Motor Impairments; Coordination; Disorders of Speech and Hearing; Vision; Aggressive Behavior; Attention; Memory and Thinking; Impulsivity; Social and Behavioral Characteristics.

Teacher Style Checklist by Bruce W. Tuckman; c1968; Adults; Bruce W. Tuckman.

Trained observers determine the directive pattern present in the classroom, the non-directive pattern of behavior present, or the fact that no judgment can be made on the basis of observation.

ANNOUNCEMENTS RECEIVED

Cartoon Predictions by Maureen O'Sullivan and J. P. Guilford; Grades 9-16 and Adults; Sheridan Psychological Services, Inc.

A measure of cognition of behavioral implications, the ability to predict what is most likely to happen next in a sequence of behaviors.

Cognitive Abilities Test: Multi-Level Edition, Levels A-H by Robert L. Thorndike and Elizabeth P. Hagen; Grades 3-13; Houghton Mifflin Company. Available September 1971.

Measures verbal, nonverbal, and quantitative reasoning abilities.

Dimock L Inventory by Hedley G. Dimock; Grades 9-16 and Adults; Sheridan Psychological Services, Inc.

Measures cooperative, participative orientation in working with others. Can be used in predicting leadership effectiveness and in assessing changes in attitudes as a function of human relations and sensitivity training.

Expression Grouping by Maureen O'Sullivan and J. P. Guilford; Grades 9-16 and Adults; Sheridan Psychological Services, Inc.

Measures cognition of behavioral classes, the ability to look at a number of pictured expressions involving different parts of the body, deciding what psychological state or momentary disposition they indicate.

Love Attitudes Inventory by David Know; Adolescents and Adults, Family Life Publications, Inc.

Minnesota High School Achievement Examinations, Form EH Revised edited by Victor L. Lohmann; Grades 7-12; American Guidance Service, Inc.

Form EH Revised will be available in May 1971. The following tests will be available:

Language Arts: Grade 7; 8; 9; 10; 11; and 12.

Mathematics: Grade 7; 8; Grade 9 (including algebra); Elementary Algebra; Geometry (including plane and solid geometry); and Advanced Mathematics (including trigonometry).

Science: Grade 7 (Life Science); Grade 8 (Earth Science); Grade 9 (Physical Science); Biology; Physics; and Chemistry.

Social Studies: Grade 7; 8; 9; Grade 10 (American History); Grade 11 (World History); and Grade 12 (American Problems).

Bookkeeping

Missing Cartoons by Richard de Mille, Maureen O'Sullivan, and J. P. Guilford; Grades 9-16 and Adults; Sheridan Psychological Services, Inc.

A measure of three factors of social cognition: cognition of behavioral systems (situations), cognition of behavioral units (momentary dispositions), and cognition of behavioral implications (predictions).

Missing Pictures by Maureen O'Sullivan, Richard de Mille, and J. P. Guilford; Grades 9-16 and Adults; Sheridan Psychological Services, Inc.

Measures the ability to comprehend social situations (cognition of behavioral systems).

Oregon Language Profile by Herold Lillywhite, Doris P. Bradley, C. Donald Nelson, Lois Haleman, Jo Ann Nicen, and Samuel G. Fletcher; Ages three months - 8 years; Continuing Education Publications.

Designed to evaluate speech and language skills. Verbal comprehension, oral expression, early phonology, articulation, and intelligibility ratings are included.

Picture Exchange by Maureen O'Sullivan, Richard de Mille, and J. P. Guilford; Grades 9-16 and Adults; Sheridan Psychological Services, Inc.

Measures cognition of behavioral transformations, the ability to interpret a social situation or momentary disposition.

Social Translations by Maureen O'Sullivan and J. P. Guilford; Grades 9-16 and Adults; Sheridan Psychological Services, Inc.

A measure of cognition of behavioral transformations, the ability to reinterpret a social situation or momentary disposition or to see what change is taking place in the behavior of others.

The Standard Reading Inventory by Robert A. McCracken; Grades 1-6 (Pre-primer through seventh reader levels); Klamath Printing Company.

An individually administered reading test to assess the child's independent reading level, his instructional reading level and his reading frustration level. Recognition vocabulary, oral errors, comprehension, and speed (oral and silent reading speeds) are evaluated. Test is now available.

Teacher Education Examination Program: 1971 Revision; Grades 15-16; Educational Testing Service.

An institutional testing program for measuring the cultural background and professional education of prospective teachers and in evaluating competence in specified teaching fields. The General Professional Examinations available are: Social-Philosophical-Historical Bases of Education; Learning and Instruction; Written English Expression; Cultural Background: Social Sciences, Literature, and the Fine Arts; and Science and Mathematics: Basic Concepts and Principles. The *Teaching Field Tests* include: Early Childhood Education; Elementary School Education; English Language and Literature; Social Studies; Biology and General Science; Chemistry, Physics, and General Science; Mathematics; French; Spanish; Industrial Arts; Physical Education; Business Education; Music Education; Home Economics; and Art Education. The revised program will be operational in October 1971.

Tests of Academic Progress Form S, (1971); by Dale P. Scannell; Oscar M. Haugh; Alvin H. Schild; Henry P. Smith; Dale P. Scannell; Gilbert Ulmer, and William B. Reiner; Grades 9-12; Houghton Mifflin Company. Available September 1971.

An achievement battery consisting of six subtests: Composition, Literature, Mathematics, Reading, Science, and Social Studies.

Undergraduate Program for Counseling and Evaluation, Field Test in Drama and Theatre; Grades 13-16; Educational Testing Service.

Available September 1971.

TEST DISTRIBUTION CHANGES

Kit of Reference Tests for Cognitive Factors. The following ten tests, which have been distributed as part of the *Kit of Reference Tests for Cognitive Factors,* are no longer available from The Office of Special Tests, Educational Testing Service:

Fa-3	Associations IV	Re-3	Picture Gestalt
Fe-2	Simile Interpretations	Sep-1	Apparatus Test
Fe-3	Word Arrangements	Sep-3	Seeing Deficiencies
O-2	Symbol Production	Xa-3	Planning Air Maneuvers
Re-2	Object Synthesis	Xs-3	Object Naming

These tests are now distributed by Sheridan Psychological Services, Inc.

TESTS NO LONGER AVAILABLE

Audivox 11 A Screening Audiometer; Audivox, Inc.

High School Music Test; Bureau of Educational Measurements.

Tritone Audimeter, Model 45; Eckstein Brothers.

TEST REVIEWS

Bennett Mechanical Comprehension Test: Forms S and T; The Psychological Corporation.

Reviewed by Ronald K. Hambleton, University of Massachusetts, in the *Journal of Educational Measurement,* Spring 1971, Vol. 8, No. 1, pp. 55-56.

Boehm Test of Basic Concepts; The Psychological Corporation.

Reviewed by Frank S. Freeman. *Professional Psychology,* Fall 1970, Vol. 1, p. 490.

Boehm Test of Basic Concepts; The Psychological Corporation.

Reviewed by Barton B. Proger, Regional Resources Center of Eastern Pennsylvania for Special Education, in the *Journal of Special Education*, Vol. 4, No. 2, pp. 249-252.

Concept Assessment Kit - Conservation; Educational and Industrial Testing Service.

Reviewed by Charles D. Smock of the University of Georgia. *Professional Psychology*, Fall 1970, Vol. 1, pp. 491-493.

Goldman-Fristoe Test of Articulation; American Guidance Service.

Reviewed by Dorothy Sherman of the University of Iowa. *Professional Psychology*, Fall 1970, Vol. 1, pp. 493-494.

Short Test of Educational Ability; Science Research Associates, Inc.

Rejoinder from the Publisher by W. Paul Jones, New Mexico State University (Alamogordo Campus) in *Journal of Educational Measurement*, Spring 1971, Vol. 8, No. 1, pp. 51-52.

Short Test of Educational Ability; Science Research Associates, Inc.

Reviewed by Raynard J. Dooley, Loyola University, in the *Journal of Educational Measurement*, Spring 1971, Vol. 8, No. 1, pp. 49-51.

Southern California Perceptual-Motor Tests; Western Psychological Services.

Reviewed by Barton B. Proger, Regional Resources Center of Eastern Pennsylvania for Special Education, in the *Journal of Special Education*, Winter-Spring 1970, Vol. 4, No. 1, pp. 117-120.

Work Values Inventory; Houghton Mifflin Company.

Reviewed by John W. French in the *Journal of Educational Measurement*, Spring 1971, Vol. 8, No. 1, pp. 53-54.

NEW REFERENCES

Engelberg, Marvin W. *Audiological Evaluation for Exaggerated Hearing Level.* Springfield, Illinois: Charles C. Thomas, Publisher, 1969. xii + 118 pp.

A discussion of the assessment of peripheral auditory acuity.

Fiske, Donald W. *Measuring the Concepts of Personality.* Chicago: Aldine Publishing Company, 1971. 384 pp.

A presentation of the theoretical issues underlying the construction of any instrument intended to measure a personality variable and a state-of-the-art analysis of personality assessment.

Gronlund, Norman E. *Measurement and Evaluation in Teaching: Second Edition.* Riverside, New Jersey: The Macmillan Company, 1971. 512 pp.

Chapters are included on standardized achievement and aptitude testing. However, emphasis is placed on the teacher-made test.

Hoepfner, Ralph, Editor. *CSE Elementary School Test Evaluations.* Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education, 1970. iii + 146 pp.

A compendium of tests keyed to educational objectives of elementary school education. Each instrument is evaluated by measurement experts and educators for meaningfulness, quality of standardization, administrative usability, and examinee appropriateness.

Interpretation of Test Scores. Austin, Texas: Guidance Testing Associates, 1971. 8 pp.

A guide to interpreting test scores and understanding the philosophy behind the use of tests—specifically the *Inter-American Series.*

Lien, Arnold J. *Measurement and Evaluation of Learning: Second Edition.* Dubuque, Iowa: Wm. C. Brown Company Publishers, 1971. 276 pp.

A discussion of the foundations, techniques, presentation, analysis, and application of data obtained through testing.

Menninger Clinic Children's Division, The Menninger Foundation. *Disturbed Children: Examination and Assessment Through Team Process.* San Francisco, California: Jossey-Bass, 1969. xix + 296 pp.

A discussion of the roles of the psychiatrist, psychologist, social worker, and medical specialists in adequately diagnosing the problems of the emotionally disturbed child.

Reading Consultants of Delaware County. *Reading Tests and Materials for Secondary Pupils (An Annotated Bibliography).* Media, Pennsylvania: The Reading Consultants of Delaware County, 1969. i + 44 pp.

Includes information on informal measures of reading achievement as well as standardized tests. Descriptions of reading materials to develop decoding skills, vocabulary skills, comprehension skills, and study skills are provided.

Rosen, Doris B. *Employment Testing and Minority Groups.* Ithaca, New York: New York State School of Industrial and Labor Relations, Cornell University, 1970. 30 pp.

A review of the issues related to testing minority groups, with emphasis on selected research that has been carried out in industrial settings.

Russell, Elbert W. *Assessment of Brain Damage: A Neuropsychological Key Approach.* New York: Wiley-Interscience, 1970. 200 pp.

A description of the development, applicability and evaluation of neuropsychological keys for the tests of brain damage developed by Halstead and modified by Reitan. The neuropsychological keys are patterned after the taxonomic keys used in the biological sciences.

Smith, W. Lynn and Phillippus, Marion John, Editors. *Neuropsychological Testing in Organic Brain Dysfunction.* Springfield, Illinois: Charles C. Thomas, Publishers, 1969. xvii + 337 pp.

Stern, George G. *People in Context: Measuring Person-Environment Congruence in Education and Industry.* New York: John Wiley and Sons, Inc. 1970. vii + 402 pp.

An analysis of the *Stern Activities Index,* the *College Characteristics Index,* and other instruments designed to measure the psychological characteristics and compatibility of people and their environments. Also presented is a description of five types of college cultures and their implications for education.

Tryon, Robert C. *Cluster Analysis.* New York: McGraw-Hill Book Company, 1970. 552 pp.

A state-of-the-art analysis of the theory, methods, and applications of cluster analysis.

Wonderlic Personnel Test: Position Analysis Series. Northfield, Illinois: E. F. Wonderlic & Associates, Inc., 1971.

Individual analysis of the following positions is available: Accountant, Accounting Clerk, Administrator-Executive, Bookkeeper, Cashier, Clerk-Clerical, Computer Operator, Custodian, Draftsman, Engineer, File Clerk, Foreman, Key Punch Operator, Utility Lineman, Manager-Supervisor, Maintenance, Nurses Aide, General Office Worker, Public Patrolman, Programmer, Receptionist, Field Sales Representative, Secretary, Skilled Labor and Trades, Sales and Service-Customer Service, Stenographer, Part-Time Student Employee, Technician, Telephone Operator, Teller, Typist, Unskilled Labor, Warehouseman, and News Writer. Each analysis includes all the published data accumulated over a thirty-five year period relating to the particular position and the *Wonderlic Personnel Test.*

Wonderlic Personnel Test: Performance Norms on Job Applicants. Northfield, Illinois: E. F. Wonderlic & Associates, Inc., 1970. 256 + pp.

A detailed analysis of job applicant test scores reported by over a thousand companies during 1969-70. Information on the reliability and validity of the test is presented as well as information on the effects of age, education, sex, position applied for, industry, and geographical region.

Wonderlic Personnel Test: Performance Norms on Job Applicants: Summary Edition. Northfield, Illinois: E. F. Wonderlic & Associates, Inc., 1970. 36 + pp.

A summary edition of the normative studies described above. Central tendency and dispersion statistics are presented for eighty job titles.

TEST SCORING SERVICES AND SYSTEMS

iic Responsive Answer Sheets are available from the Instructional Image Corporation. iic Answer Sheets are surprinted with an invisible image so that when the student marks his choice with an iic marker, the correctness of his response is revealed immediately. Arrangements can be made to have the answer sheets custom printed.

NEW PUBLISHERS

Continuing Education Publications
Waldo 100
Corvallis, Oregon 97331

Delco Readiness Test
111 Linda Lane
Media, Pennsylvania 19063

Klamath Printing Company
320 Lowell Street
Klamath Falls, Oregon 97601

Montana Reading Clinic Publications
517 Rimrock Road
Billings, Montana 59102

Albert J. Phiebig
P. O. Box 352
White Plains, New York 10602

The Reading Clinic
Department of Psychology
College of Liberal Arts
Temple University
Philadelphia, Pennsylvania 19122

Revrac Publications
2200 Forest Glen Road
Silver Spring, Maryland 20910

NEW ADDRESSES

Family Life Publications, Inc.; 219 Henderson Street; Post Office Box 427; Saluda, North Carolina 28773.

NOTES

The Australian Council for Educational Research now distributes the tests and materials published by *Psychologists and Educators Press.*

The New Zealand Council for Educational Research represents *Psychologists and Educators Press* in New Zealand.

Psychologists and Educators Press will provide program evaluation and consultation services on a fee basis for educational and mental health projects. These services include — but are not limited to — program evaluation of Head Start, Title I, and Title III projects.

ADDRESSES

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin.*

Albert J. Phiebig, Inc.
P.O. Box 352
White Plains, New York 10602

Aldine Publishing Company
529 Wabash Avenue
Chicago, Illinois 60605

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

American Institutes for Research
8555 16th Street
Silver Spring, Maryland 20910

Association for Educational Communications and Technology
1201 16th Street, N.W.
Washington, D. C. 20036

Audivox, Inc.
123 Worcester Street
Boston, Massachusetts 02118

Diana Baumrind
Department of Psychology
Parental Authority Research Project
University of California
3210 Tolman Hall
Berkeley, California 94720

William Bingham
Placement Director
Antelope Valley College
3041 West Avenue K
Lancaster, California 93534

Bureau of Educational Measurements
Kansas State Teachers College
Emporia, Kansas 66801

Bureau of Educational Studies and Testing
School of Education
Indiana University
Bloomington, Indiana

CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Larry Cash
The Toronto YMCA Centre for Counseling and Human Relations
130 Eglinton Avenue East
Toronto, Canada

Center for the Study of Evaluation
Dissemination Office: ESTE
145 Moore Hall
University of California
Los Angeles, California 90024

Jay L. Chambers
Student Health Center
Florida State University
Tallahassee, Florida 32302

Charles C. Thomas, Publisher
301-327 East Lawrence Avenue
Springfield, Illinois 62703

CITO-Arnhem
Janslangstraat 14-15
Postbus 1034
Arnhem, The Netherlands

College of Education Research
University of Guam
Agana, Guam

Combined Motivation Education Systems, Inc.
6300 River Road
Rosemont, Illinois 60018

Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

Continuing Education Publications
Waldo 100
Corvallis, Oregon 97331

Cooperative Tests and Services
Educational Testing Service
Princeton, New Jersey 08540

Dade County Board
of Public Instruction
The Head Start Program
Miami, Florida

Delco Readiness Test
111 Linda Lane
Media, Pennsylvania 19063

E. F. Wonderlic and Associates,
Inc.
P.O. Box 7
Northfield, Illinois 60093

Early Childhood Research Center
1063 Gayley Avenue
Los Angeles, California 90024

Eckstein Brothers
4807 West 118th Place
Hawthorne, California 90251

Educational and Industrial
Testing Service
P.O. Box 7234
San Diego, California 92107

Educational Testing Service
Princeton, New Jersey 08540

Family Life Publications, Inc.
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